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The Higher Study of English. By ALBERT S. COOK. Boston: Houghton, Mifflin & Co., 1906. Pp. 145. \$1.

The group of addresses and essays by Professor A. S. Cook, of Yale, now published under the general title of *The Higher Study of English*, is a partial record of the author's contributions to the better teaching and study of English in the United States. For the past two decades Professor Cook has been prominent among the men who have given stimulus and intelligent direction to this work, both in colleges and in secondary schools. The present volume contains a study of the province of philology, an essay on the teaching of English, an exposition of the relations of words and literature, and an inquiry into the needs and standards of graduate study in English.

All of these papers are prepared rather for the specialist than for the lay reader. But they are neither dull nor over technical. In the author's view English literature is not a dry-as-dust subject, or the exclusive property of the scholar. He urges on the one hand, that scholarship must not divorce itself from the aesthetic and ethical elements of literature; for literature expresses the higher ideals of the race, and is thus its greatest treasure. This view of the subject has been that of the great philologists. On the other hand, he censures the superficial and indolent kinds of study, and shows that the severe methods of the true scholar are the road to full appreciation. "The fundamental problem in the teaching of English is," he says, "how to combine discipline with delight." Upon the question whether English can be taught his comment is apt: "Suppose we change the terms, and ask, not whether literature can be taught, but whether people can be taught by means of literature."

The book is not only richly suggestive to teachers of English, but to us of the present generation it is especially interesting for its historical placing of our subject: first, against the general background of earlier linguistic and literary study; and, secondly, against the immediate background of the past twenty years, within which time these studies have been rapidly expanding and taking form.

TEACHERS COLLEGE
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FRANKLIN T. BAKER

The Human Mechanism: Its Physiology, Its Hygiene, and the Sanitation of Its Surroundings. By THEODORE HOUGH and WILLIAM T. SEDGWICK. Boston: Ginn & Co., 1906. Pp. 9+564.

This is a textbook of hygiene on new lines. Anatomy, both gross and microscopic, is reduced to the lowest terms, and the emphasis of the book, as stated in the preface, is placed on physiology, hygiene, and sanitation—on function and conduct.

The first half of the book is given up to a discussion of physiology, with such reference to anatomical structure as is necessary for a proper understanding of the functioning mechanism.

The second part of the book is given up to the discussion of personal hygiene and sanitation. The chapter on the sense-organs is particularly clear, and should be of great value to teachers of young children.

In the discussion of muscular activity and exercise the authors show a grasp of the essentials of physical training and a discriminating sense of relative values that are refreshing in a book of this character. The conclusion that a "certain amount of general activity is a condition of healthy living" is no less admirable than the means suggested for securing and maintaining physical health by exercise.

The treatment of the subject of drugs, alcohol, and tobacco places this book in a class by itself among school hygienes. The very moderation and sanity of the discussion lend force and a power of conviction to the conclusions that must have the greatest influence on the attitude of the student toward the use of these substances.

The chapters on domestic hygiene and public hygiene and sanitation epitomize in a form available for use in the classroom the latest knowledge on these subjects.

An adequate and carefully compiled index is an important part of the work.

It is impossible in the space available to mention in detail all the good features with which this book abounds. It seems to be altogether the best work upon the subject for use either as a textbook or for private reading.

JOSEPH E. RAYCROFT

Das wissenschaftliche Studium der deutschen Sprache und Literatur: Ein Wegweiser für Studierende. Von DR. PHIL. HEINZE HUNGERLAND. Z. z. Lektor der deutschen Sprache an der Universität zu Lund. Lund: Gleerupska Univ.-Bokhandel. (Hjalmar Möller); Heidelberg: Otto Ficker, 1906. Kr. 1 = M. 1.12.

The purpose of the booklet is—as the title indicates—to be a guide to the student of Germanics at European universities. It not only marks out the shortest path through a field that to the beginner must appear bewildering and discouraging in its vastness, but also guards the more advanced student from the narrowness caused by too early specialization. Any one-sided training, however thorough, is no longer an adequate equipment for the German teacher of today. His knowledge of German must be of the broadest, embracing an acquaintance with all aspects of German life and culture, past and present.

For such teachers of German in our high schools as either have not had the advantage of a college preparation in their subject or have been called out into the practical field before completing it, attention is called to Dr. Hungerland's pamphlet on the higher study of German. By consulting the *Wegweiser*, when looking up some special point of interest or when resuming their studies, they may save themselves time and labor.

Dr. Hungerland lays no claim to completeness, nor does he desire to compete with large compendia such as Paul's *Grundriss der germanischen Philologie*. He gives a list of only the most important publications, briefly characterizing his classification. Herein lies the special value of the book for the busy American high-school teacher. The field which he covers will best appear from the headings of the various chapters: "Phonetics;" "Method of Linguistic Study;" "The Study of the Grammar of the Older Germanic Dialects and the